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sentence. Under the subject of "Words" are considered synonyms, antonyms, long and short words, general and specific words, improprieties.

The illustrative matter for Parts I and II is, of course, taken from literature. Extracts from masterpieces have long been used to illustrate the principles of paragraph- and sentence-building and the use of the word. The really new step taken by some of the later works on composition and rhetoric is to extend the same method to theme-building.

The book we are reviewing has made an advance upon the older rhetorics in recommending this large correlation in English study, though it has itself in general failed to develop the plan except along lines already worked out.

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Every Day Ethics. By ELLA LYMAN CABOT. Preface by DR. WILLIAM T. HARRIS. New York: Henry Holt & Co., 1906. Pp. xiv+439.

This book is a distinct contribution to both the science and the art of ethical instruction. The tendency of one set of writers on moral training has been to dwell upon the various types of ethical theory and the contributions to the philosophy of ethics which have been made by different masters of the subject. The tendency of another class of writers on moral instruction has been to select the various virtues already accepted as important to a good character, and make a pedagogic scale of them by which to determine which sorts of moral action belonged more specifically to one and which to another age of youthful development, and thus guide teachers in choice of material. The tendency of still another class of writers on moral instruction has been to collect and publish varied subject-matter of biography, anecdote, and literature, by which to illustrate the commonly accepted virtues as shown in useful and noble conduct. Mrs. Cabot gives her book a new "center of gravity" in ethics, plainly and insistently expounded and illustrated throughout the whole treatment of her theme. She plants herself frankly upon the theory of "interest" in education which is revolutionizing many courses of study in our schools; the theory that, "if you are interested in anything, you are so far interested in ethics;" that "interest is the seed" out of which the "root of purpose" can alone grow; and that "the moral life is the one in which we carry out our purpose." The difference between various interests in their inherent quality, as judged by their relation to the needs and progress of society, Mrs. Cabot makes of less importance in the personal study and practice of ethics than the vital strength of the interest to the personal consciousness. Every interest, from that of golf to that of art or social service, must, she thinks, develop certain virtues, such as "patience, industry, concentration, perseverance, pluck, self-sacrifice." "Goodness is fitness for a purpose," she declares, and the "pursuit of a purpose" is the "characteristic of the moral life." Each one's "own purpose is unique" and for him of the utmost importance. In analyzing this matter of purpose, Mrs. Cabot distinguishes between a "bad act, or one the consequences of which are disastrous," and a "sinful act, or one which the doer knows to be wrong." "Virtue is loyalty to a purpose held to with alert intelligence, steered away from blinded impulse on the one side and

blinded habit on the other," and the sinner is one "who keeps out of sight," through "laziness, selfishness, cowardice, or blindness, the side of his purpose of which he is ashamed." "A man being essentially his interest," according to this view, and interests being the seeds of purpose, the analysis of interest and guidance of "Choice of Interests" make up a vital part of Mrs. Cabot's book. She divides into four general classes the forms of attraction which may grow from a mere liking to that sort of interest which can develop into a "purpose strong and steady to hold through darkness and drudgery." These four classes are: "(1) interest in art, or the creation of the new; (2) interest in care-taking, or protecting and freeing the undeveloped; (3) interest in science, or in advancing the boundaries of knowledge; (4) interest in execution, or putting knowledge into use." Mrs. Cabot shows how these four classes of interests hold within themselves the widest and the nearest, the largest and the smallest, purposes, suited to all ranges of being, from geniuses to little children, and emphasizes her point that the "core of good action is doing anything well." Conscience she defines as "the man himself mindful of his aim." "Virtues are simply the means to the fulfilment of any aim." With this central theory in view, the book gives enlightening treatment of such themes as effort, sacrifice and drudgery, selfishness, sympathy, imagination, memory, courage, feeling, thought and action, truth, open-mindedness and prejudice, self-government and the use of time. In the consideration of the doctrine of interest itself the author deals with the problems of the diffusion and boundaries of ethics, and of the power of purpose and how to judge purposes, the darkness of sin, the light of conscience, and the relation of law and custom to morality.

One of the most valuable parts of the book is the "Teacher's Key," in which "Questions for the Class" are set down for each subject, and notes, illustrations, and summary for class writing are detailed for the benefit of those desiring to use the book as a class textbook. The author indicates the ages from thirteen to eighteen as those held especially in view, and helpful suggestions of method based on her ten years' experience in ethics-teaching adds to the practical serviceableness of the work.

It is evident from these sample lessons and this outline of method that the author has treated her task of ethics-teaching as a serious and vital part of school work and as distinct from, although of course supplementary to, the various agencies for moral development which the school life affords. She therefore places herself in line with those who, like Dr. Felix Adler, believe that, in addition to the elevating influence of the teacher of noble character, and to that occasional and disciplinary pressure of moral standards upon the pupil in the ethical experience of the school life by which high ideals and habits of right action are made as far as possible the possession of the child, there should be "systematic and continuous ethical teaching." As Mrs. Cabot herself puts it, her aim in these class discussions is "to train the pupils in fair and thorough thinking, to clear their views of right and wrong, to enlarge their experience and increase their power of sympathetic and considerate judgment." The freshness and originality of her approach to the subjects treated, the fearless application of the theory of education, which is now dominating so much of our pedagogy, to the field of conduct, and the definite aids to material and method, make the author's work in *Every Day Ethics* unusually suggestive. One is reminded

on many pages of Herbart's saying: "The whole of character, not merely one side of it, may be permeated and impelled by moral force." In the world of spiritual life, as in the physical universe, we are now finding "all things of like substance," the motion and direction being the distinguishing qualifications. The book suggests more than it declares to some who have been querying whether the development of interests through carefully planned and widely varied environment is not the first essential of ethics-teaching, and clear thinking about the interests and the purposes that may give aim and direction to life, a secondary element. At any rate, all who have to do with ethical instruction will be the better fitted for their task by a careful study of Mrs. Cabot's book.

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A Text-Book of General Zoölogy. By DR. HENRY R. LINVILLE and DR. HENRY A. KELLY. Boston: Ginn & Co., 1906. Pp. x+462. Illustrated.

This is a distinct addition to the many textbooks of general zoölogy for secondary schools. Prominence is given to animal behavior and environmental conditions, which is certain to create the immediate interest of the student; for, while he is introduced to the sciences of morphology, embryology, cytology, physiology, and evolution, all of which are commonly considered under the title of "zoölogy," he obtains a keener interest in the animals themselves because of his study of their habitats, economic value, and other facts of their natural history.

Only about one-sixth of the students in secondary schools go to college, and less than 4 per cent. of these continue zoölogical work; so it is important that all should obtain the knowledge of the common animals that this book and all good nature-study teach. Each college has its course in elementary zoölogy, so that this text need only supply the necessary common knowledge to those who do not attend college, and the impulse for more zoölogy to those who do, to prove successful.

The authors have begun with the arthropods, worked down to the protozoa, and then ascended the vertebrate scale. Practical experience with laboratory classes has led to the study of insects as the best type for a beginning, and the locust is the subject of the opening chapter. A system very similar to that pursued in Davenport's *Introduction to Zoölogy* has been followed. In the earlier chapters a modified inductive method is used. After the locust is studied, other animals that are closely allied are brought under examination. About half-way through the book, after the student has become familiar with systems of organs, he is introduced to physiological principles illustrated with special reference to the earthworm. Farther on the principles of evolution, as shown by the invertebrates already studied, are set forth in a simple form; and also the ancestry of the vertebrates which are to be considered in the remaining chapters. The last chapter deals with the historical development of zoölogy.

In all there are thirty-two chapters. The first nine deal with insects. Then come in order the spiders, crustacea, mollusca, vermes, echinoderma, coelentera, porifera, and protozoa. After the chapter on evolution, the fish,